

Checking for prior knowledge from previous grades/courses and Reviewing before tests/exams

CONCEPT SPLASH

This strategy is based on a pre-reading strategy, called a Word Splash, used to help students as they read a story or article. In our district, we adapted it for use in the mathematics classroom. We use multiple representations and the Rule of 4 to help students build on their prior knowledge and review before class, district, and state assessments.

DIRECTIONS:

There are several ways for teachers and students to use the splash. This is the way we use it most often.

Each group of 3-4 students has a SPLASH SHEET containing 10-15 objects (equations, tables, graphs, words/terms, diagrams, pictures) on the concept being reviewed. The goal is to collect what the group knows about each of the selected objects.

1. In the group, each student, in turn, is the leader and selects one representation from the splash and tells/writes one mathematical fact or idea he knows about it.
2. Each of the other members of the small group adds another fact or idea about the representation to the list. (A student may pass on a turn, if needed.)
3. The group continues to add information as long as they can (two or three times around the group is typical.)
4. It is also important that each student in the group listens to what the others add to determine whether it is correct or not. This is a great way for students to uncover and correct their own and their peers' misconceptions.
5. Students in each group continue to take turns being the leader and selecting a new representation from the splash to collect information about.

The teacher facilitates whole group sharing and adding of additional information by the rest of the class. The information can then be displayed in the classroom, where students can refer to it and can continue to add to it during the unit. This process also helps the teacher to plan for the lesson, based on what the students do and don't know.